

**San José State University**  
**Social Sciences/Justice Studies**  
**JS 151, Criminological Theory, Section 81 Spring 2022**

**Course and Contact Information**

|                  |   |
|------------------|---|
| Instructor:      | Allison Martin, Ph.D.   |
| Location:        | Oceanside, CA   |
| Email:           | allison.martin@sjsu.edu   |
| Office Hours:    | Tuesday 9am-10am through Zoom <a href="https://sjsu.zoom.us/j/415779048">https://sjsu.zoom.us/j/415779048</a> |
| Class Days/Time: | Asynchronous online   |
| Prerequisites:   | JS 10, JS 12, JS 25 or FS 11 Pre/Co-requisite: JS 100W; Justice Studies<br>Minors: Any 100W                   |

**Course Description**

Analysis of the nature and extent of crime, including causation and prevention. Descriptions of offenses, criminal typologies and victim surveys. Evaluation of various control and prevention strategies.

**Course Format**

This is a fully online course and is designed to emphasize critical thinking to the weekly readings. The class will focus on in-depth weekly online discussion boards, four multiple-choice exams, and a theory project with accompanying peer-reviews. The course will use Canvas Learning Management System; the use of the internet and Microsoft Office products is a requirement for this course.

**MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU on Spartan App Portal](http://one.sjsu.edu) <http://one.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates. For help using Canvas Resource page, visit [http://www.sjsu.edu/ecampus/teaching-tools/canvas/student\\_resources](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources).

**Program Information**

Since 1930, the Department of Justice Studies has developed, promoted and fostered social justice and empowered communities. In an ever-changing social, political and economic environment, we remain committed to academic excellence, social activism and policy relevant research. We offer BS and MS degrees in justice studies, a BS in forensic science and minors in justice studies, forensic studies, an MS in Criminology, legal studies and human rights. Among other topics, our widely regarded faculty conduct research in the areas of human rights, immigration, violence against women, sex offender behavior, family violence, and DNA profiling. Student groups and clubs include Alpha Phi Sigma, Chi Pi Sigma and the Forensic Science Club. Our

graduates work in a multitude of settings including probation, parole, corrections, law enforcement, crime labs, and nonprofit agencies, or they continue their education in law school or other graduate programs.

This degree program is housed in the Department of Justice Studies. More information is available at [www.sjsu.edu/justicestudies/](http://www.sjsu.edu/justicestudies/)

### **Course Learning Outcomes (CLO)**

Upon successful completion of this course, students will be able to:

CLO 1. Demonstrate understanding of academic material, and contribute to discussion at a professional and capable level.

CLO 2. Describe the extent of the crime problem in the United States

CLO 3. Identify the major crime data sources

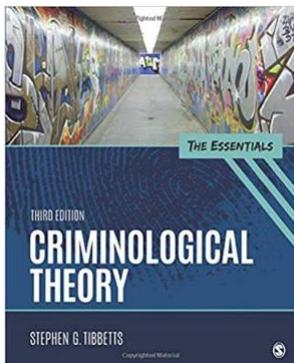
CLO 4. Define, describe, and criticize the major theories of crime

CLO 5. Evaluate the merit of the theories of crime

### **Required Texts/Readings**

#### **Textbook**

Tibbetts, S.G. (2019). *Criminological theory: The essentials, 3<sup>rd</sup> edition*. Thousand Oaks, CA: Sage Publications, Inc.



ISBN-13: 978-1506367897

ISBN-10: 1506367895

Textbook can be purchased through the University bookstore or online (e.g., Amazon)

#### **Recommended Texts**

American Psychological Association. (2020). *Publication manual of the American Psychological Association, 7<sup>th</sup> edition*. Washington, DC: American Psychological Association.

#### **Required Readings Posted to Canvas**

Agnew, R. (2001). Building on the foundation of general strain theory: Specifying the types of strain most likely to lead to crime and delinquency. *Journal of Research in Crime and Delinquency*, 38(4). 319-361.

Anderson, E. (1994). The code of the streets. *Atlantic Monthly*, 273, 80-94.

- Daly, K. and Chesney-Lind, M. (1988). Feminism and criminology. *Justice Quarterly*, 5(4), 497-538.
- Grasmick, H.G., Tittle, C.R., Bursik, R.J. and Arneklev, B.J. (1993). Testing the core empirical implications of Gottfredson's and Hirschi's general theory of crime. *Journal of Research in Crime and Delinquency*, 30(1), 5-29.
- Kubrin, C.E. (2005). Gangstas, thugs, and hustlas: Identity and the code of the street in rap music. *Social Problems*, 52(3), 360-378.
- Lynch, J.P. and Jarvis, J.P. (2008). Missing data and imputation in the Uniform Crime Reports and the effects on national estimates. *Journal of Contemporary Criminal Justice*, 24(1), 69-85.
- Marcum, C.D., Higgins, G.E. and Ricketts, M.L. (2010). Potential factors of online victimization of youth: An examination of adolescent online behaviors utilizing routine activity theory. *Deviant Behavior*, 31, 381-410.
- Monachesi, E. (1956). Pioneers in criminology IX – Cesare Beccaria (1738-1794). *Journal of Criminal Law and Criminology*, 46(4), 439-449.
- Pratt, T.C., Cullen, F.T., Sellers, C.S., Winfree, L.T., Madensen, T.D., Daigle, L.E., Fearn, N.E. and Gau, J.M. (2010) The empirical status of social learning theory: A meta-analysis. *Justice Quarterly*, 27(6), 765-802
- Rafter, N.(2005). The murderous Dutch fiddler: Criminology, history and the problem of phrenology. *Theoretical Criminology*, 9(1), 65-96.
- Sampson, R.J. and Laub, J.H. (1992). Crime and deviance in the life course. *Annual Review of Sociology*, 18, 63-84.
- Walby, K. and Carrier, N. (2010). The rise of biocriminology: Capturing observable bodily economies of 'criminal man'. *Criminology and Criminal Justice*, 10(3), 261-285.

### **Other technology requirements / equipment / material**

Internet connection and Microsoft Office access is required for this course, specifically Word and PowerPoint.

### **Library Liaison**

For help with library resources and library research (including the use of databases and online research materials—such as journal search engines), students are strongly encouraged to contact the Justice Studies Library Liaison: Nyle Craig Monday, MLK Librarian (408) 808-2041 or [Nyle.Monday@sjsu.edu](mailto:Nyle.Monday@sjsu.edu)

### **ACCESS Success Center**

The Academic Counseling Center for Excellence in the Social Sciences (ACCESS) provides General Education advising for undergraduate students majoring or intending to major in any of the departments in the College of Social Sciences (CoSS). ACCESS Academic Advisors are committed to helping you develop a clear path to graduation and supporting your academic success.

Office Hours: Monday-Thursday 8:00 AM - 5:00 PM and Friday 9:00 AM-4:00 PM. You can schedule an appointment and find more information at [sjsu.edu/access](https://sjsu.edu/access).

## Course Requirements and Assignments

Weekly readings and assignments can be found in the syllabus, as well as on the Modules tab on Canvas. All assignments become available on Monday at 12:00am PST and are due by Sunday at 11:59pm PST of their respective week (see course schedule below); *please note discussion board original posts are due Wednesday at 11:59pm and other assignments may have other due dates*. Late assignments will not be accepted.

Students are expected to log onto Canvas 3-4 times per week, or if possible, log on daily, to check for updates and announcements. There will be cut-off times that will close Canvas. If you do not post your responses and discussions before this cut-off time, you will **NOT** receive the points for that discussion board. Students who anticipate missing the cut-off times are responsible for making arrangements with the instructor prior to the cut-off times.

You are required to be an active participant in the class, which means that you are to prepare your own threads, read other students' discussion threads, and respond to other students' threads with substantive observations. This course will ask students to make a claim regarding the weekly discussion board posts, and support that claim with reason and evidence. The written work you submit will reflect your own thinking about information you obtain from the required readings, PowerPoints, and other course-related experiences.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

### Introduction through Google Slides

This assignment is meant for the class and the instructor, to get acquainted with you. We will all collaborate on one Google Slides Presentation to introduce ourselves and get to know one another. Further directions will be posted to Canvas. This assignment will be due before the end of the first week of class (see Course Schedule).

### Discussion Boards and Class Participation

Throughout this course there will be discussion boards or other weekly required class participation activities, such as collaboration on media platforms. Class participation is required in discussions and activities. For discussion boards, you are to provide thoughtful and original discussions based on the weekly readings and course material in a manner that uses critical thinking skills and is respectful to other students. Discussion boards will be heavily graded on your use of reading material and the conversations you have with other students. Each week, you must incorporate the assigned material; in other words, make reference to the textbook where appropriate. When using evidence in your discussion posts, you must cite the source using APA format in-text, as well as cite at the end of your post. If you need assistance on APA format, visit <https://owl.english.purdue.edu/owl/resource/560/01/>.

Students are required to first read all assigned readings and then respond to the module discussion board topic **by Wednesday at 11:59pm**. Original posts (responses to the question posed) should be approximately 1 page in length, in a Word document equivalent. Students will then respond to *two* other student's original posts, as well as any questions I may ask regarding their post **by Sunday at 11:59pm**, when the weekly topic will close. These posts should be approximately ½ page. Be sure to use references to reading material in all the posts you can, especially when agreeing with or refuting points made by the author. Responses consisting of a lack of thought as in "I agree" or "great thought" will not count as a quality response.

If I pose a question to your post, it will be by Saturday, so be sure to check to see if I have posted on your discussion board anytime on Sunday; please keep in mind that if you do not see a post by me from that week,

then I did not ask you a question and you are not required to respond. Please also regularly check your university email account, as follow-up questions will also be asked through email. Required responses to other students must be on their original post, not on the question they pose to you. This idea here is to keep the conversation going; you will discuss with other students, as well as with the instructor.

Posts that exceed expectations (grade of an “A+”) will be reserved for those who have integrated material thoughtfully and have shown a true interest in the topic for the week (e.g., responds to other students who have commented on their original posts and checks other conversations in the discussion board thread). Please keep in mind that a grade of an “A+” is defined as “exceptional quality work.” Logging into Canvas later in the day on Sunday, will give you the best opportunity to close out any open conversations from the week. If you are unable to login on a particular Sunday, then please email me in advance.

## Weekly Discussion Board Schedule

Classes with Dr. Martin

| Monday                                  | Tuesday  | Wednesday   | Thursday                                      | Friday                      | Saturday  | Sunday                                      |
|---|--|---|---|-----------------------------|---|---|
| Quick review of material from last week | Continue reading this week's material            | Finish up with material for the week (readings, lectures and links) | Respond to TWO students – their original post | Take a break...it's Friday! | Respond to those who commented on your post   | Respond to those who commented on your post |
| Begin reading this week's material      | Listen and/or view the lecture                   | Respond to weekly DB<br><b>DUE TONIGHT</b>                          |   |                             | Respond to my follow-up question (sent through email or on your post), if there is one. | <b>DB TOPIC CLOSES TONIGHT</b>              |
|   | Watch/explore links or websites posted to Canvas |   |   |                             |   | Relax... the week is done!                  |

### Tips:

- Take notes while you read so you can do well on any exams or other assignments
- Always include references to reading material to support your arguments
- Check the APA quick guide to make sure you have your bases covered
- Ensure you are responding to two other students' original posts, not just what they write on your post
- If you work ahead, then you don't have to do work in this class every day. But, be sure to login on the weekend to see if anyone has commented on your post, so you can respond!

Students are required to use grammar and sentence structure that is consistent with college level writing as well as demonstrate attentive and critical arguments. The use of APA format is required. Discussion board dates are listed in the schedule.

Examples of expectations from a discussion board topic (taken from another course):

Question: Do you believe the criminal justice system is a “system” a “process,” or neither? Defend your answer using what you have learned in previous courses, from academic sources, and/or from personal experiences. Remember that weekly reading material must be cited in your discussion board posts.

Response:

I believe that the criminal justice system is a “process.” According to Peak (2016), the criminal justice process is “the decisions and actions by an institution, offender, victim, or society that influence the offender’s movement into, through, or out of the justice system” (p. 5). Figure 1-1 depicts the criminal justice process very well. The criminal justice process begins when police make

an arrest. The criminal makes their way through the police “process,” determining accusations and detention. Then, the criminal either moves on through the process and proceeds to the courts, or the process is terminated. If passed on to the courts, the criminal continues on with the criminal justice process of pleading guilty or not guilty. If found guilty, the process continues. If not, the process ends for the defendant. Finally, if found guilty, the criminal is sentenced and begins their process into corrections. Depending on the sentence, once completed, the criminal is released back into the populations, where the process begins again (p. 6). Louthan also describes a similar process of the criminal justice system. He states, “The suspect is apprehended by the police, prosecuted, acquitted or convicted, and sentenced by the courts, and removed, punished, and/or rehabilitated by correctional agencies” (Louthan, 1974, p. 30).

In this criminal justice process, each step feeds the other. Louthan (1974) describes how each distinct function, amongst the police, courts, and corrections, interact and affect one another. Corrections would be non-existent, if not for guilty verdicts from the courts. Courts would be non-existent without arrests by police. And police would be non-existent if there were no punishments for crime. Thus, the agencies within the process are working toward a common goal. “As a process, the justice system cannot reduce crime by itself nor can any of the component parts afford to be insensitive to the needs and problems of the other parts” (Peak, 2016, p. 7). I don’t believe that fragmentation among the criminal justice system is caused because the criminal justice system is a non-system. Components of the criminal justice system are individually fragmented (p. 7). Agencies within the process are only concerned about their needs, and not considering what changes among their agency will affect other components of the process.

Because I believe that the criminal justice system is a “process,” I think that police, courts, and correctional agencies are organizations that the criminal justice processes through. Peak (2016) describes an organization as “entities of two or more people who cooperate to achieve an objective” (p. 22). Each component within the criminal justice system has their own objectives in order to obtain the common goal of the system as a whole. Each component has their own series of administration built within their entities. The criminal justice process sends criminals through these organizations, police, courts, and corrections, who each have their own set agendas (objectives) for the criminals. Once the objectives are met by the organization, the criminal moves on to complete the next set of objectives of the next organization, until all organization’s objectives are met. Once all the objectives are met amongst the organizations, the common goal is met.

The Department of Government and Justice Studies from Appalachian State University gives a clear description of the criminal justice process. What Louthan doesn’t describe clearly in his description is the concept of filtering. Some criminals won’t advance to the next step in the criminal process because they are filtered, or screened out (Appalachian State University, 2016). Peak’s (2016) Figure 1.1, shows the different ways that criminals are filtered out during the process (p. 6). Criminals are unapprehended, no complaints are filed, the accusation is dismissed, they are acquitted, or they are given an unsupervised fine (p. 6). Criminals could also be filtered from the criminal justice process by what Louthan (1974) describes as compliance and attitudes towards other components (p. 33). For example, the courts have decided that when criminals are apprehended, they are given their Miranda rights (p. 33). Police have to comply with this rule in order to successfully move criminals through the rest of the process. If they have negative attitudes towards rules and policies, they are less likely to follow through.

Appalachian State University. (2016). The criminal justice process. Retrieved from <http://gjs.appstate.edu/media-coverage-crime-and-criminal-justice/criminal-justice-process>

Louthan, W.C. (1974). Relationships among police, court, and correctional agencies. (30-37).

Peak, K. (Ed.) (2016). Justice administration: Police, courts, and corrections management, 8<sup>th</sup> edition. Hoboken, New Jersey: Pearson.

### Response to another student’s post:

I too thought that the criminal justice system acts like a process. Like how you framed the criminal justice system as a “process within a system.” The system does share a common goal, however, each entity has its own set of objectives to achieve that common goal. Each entity keeps the public safe by deterring crime in their own way. Police make arrests, courts sentences, and the correctional agencies rehabilitate. I was wondering what your thoughts were on a criminal justice network? Peak (2016), defines a criminal justice network as “a view that the justice system’s components cooperate and share similar goals, but operate independently and compete for funding” (p. 7). I thought this definition could be somewhat applied to the criminal justice system, as well. Funding is limited, thus, creating competition between police, courts, and corrections. I think that the police, courts, and corrections operate independently, but also work with one another.

I like the examples that you provided in your response. I think that the criminal justice system is making advancements towards mental health awareness and education. I have had experience with law enforcement officers recognizing and being able to respond appropriately to those with mental health issues. However, there is always room for improvements. Mental health has become an increasing public awareness, that I think will take some time for the criminal justice system to implement new strategies effectively.

Peak, K. (Ed.) (2016). Justice administration: Police, courts, and corrections management, 8<sup>th</sup> edition. Hoboken, New Jersey: Pearson.

Please see the sample rubric below for discussion boards:

| Excellent<br>(3 points)  | Good<br>(2 points)  | Acceptable<br>(1 point)   | Needs<br>Improvement<br>(0 points)   |
|--|---|---|--|
| <ul style="list-style-type: none"><li>- Understands significant ideas</li><li>- Reading material in APA format</li><li>- Responds to two other students' posts with literature</li><li>- Answers follow-up question and comments from others</li><li>- meets all required deadlines.</li></ul> | <ul style="list-style-type: none"><li>- Most vocabulary and concepts are used correctly</li><li>- Reading material has some APA errors</li><li>- Responds to two other students' posts, but may be missing literature</li><li>- may or may not answer follow-up question and comments from others</li><li>- meets all required deadlines.</li></ul> | <ul style="list-style-type: none"><li>- Some guesses as to what the student meant need to be made</li><li>- Support with reading material is lacking and has many APA errors</li><li>- Contributes little new knowledge or ideas on other students' posts. Or, responds to only one other student</li><li>- Follow-up question and comments from others may not be answered</li><li>- May or may not meet all required deadlines.</li></ul> | <ul style="list-style-type: none"><li>- Foundational knowledge or terminology used incorrectly</li><li>- No citations to reading material</li><li>- Responses to others lack thoughtfulness (e.g., "I agree").</li><li>- Follow-up question and comments from others are not answered</li><li>- Post is incomplete or past due date.</li></ul> |

### Exams

In this course there are four multiple choice exams that will cover course reading and discussion material. Each exam will be taken through the online Canvas system. Exams will open on Monday of the week of the exam and are due by Sunday at 11:59pm (See Course Schedule); it is suggested you begin your exam no later than 11:00pm on Sunday to give yourself enough time before the exam closes. You will only have one opportunity to complete the exam in a specified time period (see exam directions on Canvas for time allowance). Once your time is up, or you have reached the close of the week on Sunday at 11:59pm, Canvas will automatically close the exam. Viewing exam feedback for incorrect questions will be available on Monday after the due date has passed and will be available to view until Wednesday at 11:59pm of the respective week. It is recommended that you take notes on all of the readings ahead of time; there will not be time to search all the chapters for answers. Because the exam is open the entire week, no make-up exams are allowed.

### Theory Project

You will be expected to complete a Theory Project that discusses a theory we will cover in this course. Your theory project will consist of a voiced-over PowerPoint presentation and a written paper on a theory you are interested in learning more about. Specifically, you will thoroughly explain the theory in-depth, find an article that empirically tests the theory through the online library website, write a paper on the theory and article you chose, and present your findings to the class. You will also provide feedback on other students' presentations through a peer-review process. Half the class will present at Midterms and half will present at Finals. More details will be provided on the Theory Project prompt on Canvas.

## Grading Information

This class uses weighted grades. Your grade in the class will be based on the following:

|                                 |                      |
|---------------------------------|----------------------|
| Discussion Boards/Participation | 40% of overall grade |
| Exams (4 exams)                 | 30% of overall grade |
| Theory Project                  | 30% of overall grade |
| <b>Total</b>                    | <b>100%</b>          |

## Grading for Written Assignments

“A”: An “A” assignment is one that is well written, clearly organized, and comprehensive in its coverage of the assignment. The paper is structured to promote readability (e.g., clear introduction, supporting statements, conclusion) and main ideas are clearly supported (both in substantive argument and in research cited) and explained. The paper is outstanding to excellent in its quality, suggests that the student took the assignment seriously and was thoughtful in completing it. These papers clearly discuss topics covered in class, accurately and appropriately use the correct references to topics covered in the paper, and the citations are correctly formatted. The full range and scope of the topic are addressed. The paper format (spacing, page limit, etc.) is correct.

“B”: A “B” assignment is one that is fairly organized and contains many good ideas, but could use improvement in terms of organization, clarity, and/or writing style (e.g., stronger topic statements, clearer introduction/conclusion, fewer grammatical/typographical errors). These assignments typically convey less mastery of a topic or study, as evidenced by not clearly or completely addressing the topic/question. Coverage of the assignment is generally complete and mostly accurate, but greater depth and/or explanation is needed in particular areas to better support main points or enhance clarity. This paper often appears as if it needs minor to moderate revision and/or proofreading, digresses slightly off topic, or does not fully address the posed question(s). Citations are somewhat lacking, inappropriate, or not cited correctly. The paper is good to pretty good and its quality suggests that the student took the assignment somewhat seriously and was moderately thoughtful in completing it, but could have done higher quality work with more time and/or effort. Students generally used accurate and appropriate references to topics covered in the paper, but additional or more relevant citations should have been used, and/or the citations were not correctly formatted/referenced. The full range and scope of the topic are not addressed fully. The paper format (spacing, page limit, etc.) is mostly correct.

“C”: A “C” assignment is one that may have a few good ideas, but generally lacks organization and clarity. Significant improvement is needed in terms of organization, clarity, and writing style (e.g., strong topic statements, clear introduction/conclusion, fewer grammatical or typographical errors). Coverage of the assignment is haphazard and greater depth and/or explanation is needed throughout the paper. This paper often appears as if it needs moderate to significant revision and/or proofreading. The paper barely meets minimum expectations and is below average. It is unclear if the student read all readings necessary to answer the posed question, or the student does not sufficiently/clearly address the question. Its quality suggests that the student did not take the assignment seriously and rushed through it with little thought or attention to detail. Students generally do not use accurate or appropriate references to topics covered in the paper, need additional or more relevant citations, and/or the citations are not formatted correctly.

“D/F”: A “D/F” assignment lacks clarity and organization as well as relevant substance. Significant improvement is needed on all fronts. Coverage of the assignment is poor, inaccurate, and lacks depth and explanation. This paper often appears as if it needs significant revision and/or proofreading. The paper does

not meet the minimum expectations and is significantly below average. It does not appear that the student read all of the material necessary to answer the posed question, or did not address the posed question. This paper is poor or unacceptable and its quality suggests that the student did not take the assignment seriously and gave it little thought. Students generally use very few or inappropriate references, the citations were not formatted correctly, and the clarity/organization of the paper is low.

Percentages are obtained by dividing the total points you earn by the total points possible in the course.

|                      |                 |                       |
|----------------------|-----------------|-----------------------|
| A plus = 98 to 100%  | A = 93 to 97.9% | A minus = 90 to 92.9% |
| B plus = 88 to 89.9% | B = 83 to 87.9% | B minus = 80 to 82.9% |
| C plus = 78 to 79.9% | C = 73 to 77.9% | C minus = 70 to 72.9% |
| D plus = 68 to 69.9% | D = 63 to 67.9% | D minus = 63 to 67.9% |
| F = 0-62.9%          |                 |                       |

Note: Must achieve a grade of "C" or better to fulfill Justice Studies major requirements.

### “Classroom” Protocol

Mutual respect and civility will be the foundation in this course. Every student will have an optimum opportunity for learning and gaining knowledge; differences of opinion are welcomed in a positive and encouraging manner. Some topics covered in this course may be considered sensitive, so please be respectful of all students’ backgrounds and personal opinions.

### University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

### Justice Studies Department Reading and Writing Philosophy

The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes academic, critical, and creative engagement with language (i.e., reading and writing) throughout its curriculum. A sustained and intensive exploration of language prepares students to think critically and to act meaningfully in interrelated areas of their lives—personal, professional, economic, social, political, ethical, and cultural. Graduates of the Department of Justice Studies leave San José State University prepared to enter a range of careers and for advanced study in a variety of fields; they are prepared to more effectively identify and ameliorate injustice in their personal, professional and civic lives. Indeed, the impact of literacy is evident not only within the span of a specific course, semester, or academic program but also over the span of a lifetime.

## JS 151 / Criminological Theory, Spring 2022

\*The instructor reserves the right to alter this schedule at any time during the semester. Logging into Canvas multiple times a week will ensure that you are abreast of any changes that are made.

### Course Schedule

| Week | Topic | Course Assignments and Due Dates |
|------|-------|----------------------------------|
|------|-------|----------------------------------|

|                        |   |  |
|------------------------|---|--|
| Week 1:<br>1/26 – 1/30 | Module 1:<br>Course Introduction                                | <ul style="list-style-type: none"> <li>• Review the syllabus</li> <li>• Carefully read weekly discussion board requirements</li> <li>• Thoroughly read Theory Project Prompt</li> <li>• Sign-up for a theory using Google Docs</li> <li>• Introduction through Google Slides</li> </ul>  |
| Week 2:<br>1/31 – 2/6  | Module 2:<br>Issues in Criminology                              | <ul style="list-style-type: none"> <li>• Read Chapter 1</li> <li>• Readings on Canvas: <ul style="list-style-type: none"> <li>○ Lynch and Jarvis (2008)</li> </ul> </li> <li>• Explore: Crime in the U.S.</li> <li>• Discussion Board #1</li> </ul>  |
| Week 3:<br>2/7 – 2/13  | Module 3:<br>Preclassical and Classical Theories                | <ul style="list-style-type: none"> <li>• Read Chapter 2</li> <li>• Readings on Canvas: <ul style="list-style-type: none"> <li>○ Monachesi (1956)</li> </ul> </li> <li>• YouTube: Beccaria On Crimes and Punishments Crash Course</li> <li>• Discussion Board #2</li> </ul>   |
| Week 4:<br>2/14 – 2/20 | Module 4:<br>Modern Applications of the Classical Perspective   | <ul style="list-style-type: none"> <li>• Read Chapter 3</li> <li>• Readings on Canvas: <ul style="list-style-type: none"> <li>○ Marcum et al. (2010)</li> </ul> </li> <li>• YouTube: Interview with Dr. Felson</li> <li>• Listen to npr Crime Series: Broken Windows</li> <li>• Discussion Board #3</li> <li>• <b>EXAM #1</b></li> </ul> |
| Week 5:<br>2/21 – 2/27 | Module 5:<br>Early Positive School Perspectives of Criminality  | <ul style="list-style-type: none"> <li>• Read Chapter 4</li> <li>• Readings on Canvas: <ul style="list-style-type: none"> <li>○ Rafter (2005)</li> </ul> </li> <li>• YouTube: What is That? – Phrenology</li> <li>• Discussion Board #4</li> </ul>   |
| Week 6:<br>2/28 – 3/6  | Module 6:<br>Modern Biosocial Perspectives of Criminal Behavior | <ul style="list-style-type: none"> <li>• Read Chapter 5</li> <li>• Readings on Canvas: <ul style="list-style-type: none"> <li>○ Walby and Carrier (2010)</li> </ul> </li> <li>• TedTalk: Exploring the mind of a killer</li> <li>• Discussion Board #5</li> </ul>  |

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| <p>Week 7:<br/>3/7 – 3/13</p>   | <p>Module 7:<br/>Early Social Structure and Strain</p>                        | <ul style="list-style-type: none"> <li>• Read Chapter 6</li> <li>• Readings on Canvas: <ul style="list-style-type: none"> <li>○ Agnew (2001)</li> </ul> </li> <li>• YouTube: Sociology – Durkheim</li> <li>• Discussion Board #6</li> <li>• <b>EXAM #2</b></li> </ul>   |
| <p>Week 8:<br/>3/14 – 3/20</p>  | <p>Module 8:<br/>MIDTERM THEORY PROJECT</p>                                   | <ul style="list-style-type: none"> <li>• Theory Project: See Project Guidelines for more detail.</li> <li>• <b>Midterms Theory Project Presenters: Presentation due Wednesday</b></li> <li>• <b>Midterms Theory Project Presenters: Paper due Sunday</b></li> <li>• <b>Non-Presenters: Peer-Reviews due Sunday</b></li> </ul> |
| <p>Week 9:<br/>3/21 – 3/27</p>  | <p>Module 9:<br/>The Chicago School and Cultural and Subcultural Theories</p> | <ul style="list-style-type: none"> <li>• Read Chapter 7</li> <li>• Readings on Canvas: <ul style="list-style-type: none"> <li>○ Anderson (1994)</li> <li>○ Kubrin (2005)</li> </ul> </li> <li>• YouTube: Shaw and McKay</li> <li>• Discussion Board #7</li> </ul>   |
| <p>Week 10:<br/>3/28 – 4/3</p>  | <p>SPRING BREAK</p>   | <ul style="list-style-type: none"> <li>• No Assignments!</li> </ul>   |
| <p>Week 11:<br/>4/4 – 4/10</p>  | <p>Module 10:<br/>Social Process and Learning Theories</p>                    | <ul style="list-style-type: none"> <li>• Read Chapter 8</li> <li>• Readings on Canvas: <ul style="list-style-type: none"> <li>○ Grasmick et al. (1993)</li> <li>○ Pratt et al. (2010)</li> </ul> </li> <li>• YouTube: Bobo Doll Experiment</li> <li>• Discussion Board #8</li> <li>• <b>EXAM #3</b></li> </ul>                |
| <p>Week 12:<br/>4/11 – 4/17</p> | <p>Module 11:<br/>Social Reaction and Critical Models</p>                     | <ul style="list-style-type: none"> <li>• Read Chapter 9</li> <li>• Link: NCJRS report on labeling theory</li> <li>• Discussion Board #9</li> </ul>  |

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| Week 13:<br>4/18 – 4/24 | Module 12:<br>Feminist Models of Crime  | <ul style="list-style-type: none"> <li>• Read Chapter 10</li> <li>• Readings on Canvas: <ul style="list-style-type: none"> <li>◦ Daly and Chesney-Lind (1988)</li> </ul> </li> <li>• Discussion Board #10</li> </ul>   |
| Week 14:<br>4/25 – 5/1  | Module 13:<br>Life-Course Perspectives  | <ul style="list-style-type: none"> <li>• Read Chapter 11</li> <li>• Readings on Canvas: <ul style="list-style-type: none"> <li>◦ Sampson and Laub (1992)</li> </ul> </li> <li>• Link: ASU criminologists</li> <li>• Discussion Board #11</li> </ul>  |
| Week 15:<br>5/2 – 5/8   | Module 14:<br>Integrated Theoretical Models<br>and<br>New Perspectives of Crime | <ul style="list-style-type: none"> <li>• Read Chapter 12</li> <li>• Discussion Board #12</li> <li>• <b>EXAM #4</b></li> </ul>  |
| Week 16:<br>5/9 – 5/15  | Module 15:<br>Final Thoughts  | <ul style="list-style-type: none"> <li>• YouTube: The future of criminology</li> <li>• Discussion Board #13</li> </ul>   |
| Week 17:<br>5/16 – 5/20 | Module 16:<br>FINAL THEORY PROJECT  | <ul style="list-style-type: none"> <li>• Theory Project: See Project Guidelines for more detail</li> <li>• <b>Finals Theory Project Presenters: Presentation due Wednesday</b></li> <li>• <b>Finals Theory Project Presenters: Paper due Sunday</b></li> <li>• <b>Non-Presenters: Peer-Reviews due Sunday</b></li> </ul> |